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THE SPECTATOR

VOLUME III, NUMBER 26 HAMILTON AND KIRKLAND COLLEGES, CLINTON, NEW YORK MAY 23, 1973

THE WHITE HOUSE

WASHINGTON

TO THE 1973 COLLEGE GRADUATES:

I am inclined to be sparing with words of congratulations, advice, and challenge to this year's college graduates, for you hear more than enough of them at commencement time, and you are eager to turn from words to action.

From early childhood, for the most part, the classroom has been your world. Now the world becomes your classroom. The education you have gained so far is precious capital. As you invest it in the service of mankind, it will continue to grow and pay you rich dividends.

Your opportunities for service and achievement are wide. For the first time in your lifetime, the world is on the threshold of an era of lasting peace. The United States is astir with the forces of a profound renewal -- social, economic, political -- and reaching for new possibilities in its third century of independence.

The coming age will belong to you. America is grateful for what you are, and much in need of what you can become. I wish you Godspeed on the great adventure that lies ahead.

Richard Nixon

EDITORIAL

Goals Dangerous

The Committee on Academic Policy has submitted to the Faculty "A Statement of Academic Goals for Hamilton College." This document is not a policy statement of the college nor is it binding on any party, but as a proposal from the chief academic committee of the Faculty, it might very well become the main tool in any re-evaluation of Hamilton academics. It is therefore necessary that all members of the community study the proposal so that intelligent comment may be made when school reopens in September.

Two of the proposals in the document are of particular interest as they represent potential major policy changes for the institution. These proposals, if adopted, would detract from, rather than enhance the academic quality of Hamilton. They are the proposal for Faculty consideration of the reintroduction of distribution requirements, and the proposal for limiting the amount of course work done outside the "cognitive disciplines" that will be accepted for credit toward graduation.

According to the committee report, the distribution requirements proposal is contingent upon the college provinding "a sufficient variety and number of truly introductory courses." Even with this proviso, the proposal, if adopted, would be a step backward for the college. The catalouge now states, "The freshman year program reflects the College's confidence in the responsible judgment of its students and its faith in their inner desire for a broad, varied educational experience." Without distribution requirements, and with the counsel of faculty advisors, a student is encouraged to elect courses in a wide variety of disciplines, but is not forced to sit through a semester of a course which is of little interest or value to him as an individual. the catalogue further states, "The aim of a more flexible curriculum is the development of the student's independence as an educated man." Hamilton would be suppressing this essential independence by reinstating distribution requirements and would, therefore, detract from both the appeal and the value of a Hamilton education.

Establishing credit limits on non-cognitive course work would have serious effects on the coordinate relationship with Kirkland, and would represent a significant change in Hamilton's liberal arts philosophy. Credit limits for certain disciplines would not only serve to place values on various departments and their course offerings, but more importantly, would prevent Hamilton students concentrating in one of the "cognitive disciplines" from pursuing their interests in studio art, photography, theater, dance or other "non-cognitive" areas. Perhaps the greatest value of the coordinate structure at Hamilton-Kirkland is the greater breadth of courses made avaailable to all students. Any effort by Hamilton to severely limit the curricular coordination on the Hill can only be considered irresponsible.

the SPECTATOR

VOLUME THREE NUMBER TWENTY-SIX

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Letters to the Editor

GRADE DISTRIBUTION

To the Editor:

I wish to respond briefly to Pamela Thompson's recent article in the *Spectator* on Hamilton students' grade distributions. The results were quite interesting even though the analyses done so far have been somewhat limited. There is one assertion which seems questionable to me: ". . . interpreting the study as it now stands, the indication is that Hamilton students are graded more stringently in their Hamilton courses than in their Kirkland courses."

The data themselves (indicating that Hamilton students' grades in Kirkland courses were better than Hamilton students' grades in Hamilton courses) are amenable to several other equally plausible interpretations.

a) Hamilton upperclassmen may be more likely to take Kirkland courses than Hamilton freshmen. This combined with the general rise by class in Hamilton students' grades would yield higher Kirkland-than-Hamilton grades.

b) It may be that – contrary to popular mythology – the most capable Hamilton students are those with a sufficient sense of adventure to take a Kirkland course. This would also explain the observed difference.

c) Some combination of a and b.

In any case, the data exist to give an answer to the above speculations, given a somewhat more sophisticated analysis than done so far. In the absence of such analysis assertions like the one quoted above merely build chauvinism, which infects the college body badly enough as is.

Larry Finision
Assistant Professor of Psychology

WINTER STUDY EXCHANGE

To the Editor:

The recommendation of the Winter Study Committee to terminate the exchange program between Hamilton and other colleges is both arbitrary and not in the best interests of Hamilton students. By citing "administrative problems" as the reason for eliminating the program, the Committee has placed administrative efficiency above the best interests of the students. The exchange program significantly increases the academic options open to Hamilton students. Taking a course on a different campus can provide new and valuable experiences twenty-four hours a day, a Winter Study at Hamilton may be just another course. The fact that 53 students participated in the exchange program last January indicates a high level of student support for the program.

I find most disturbing the Committee's failure to contact students who have participated in the exchange in an attempt to evaluate its merits. It is possible that the Committee is using administrative problems as a smoke screen for its real reason for recommending the termination of the exchange. Perhaps the members of the Committee feel that the quality or difficulty of courses at exchange schools is not commensurate with Hamilton courses. Having spent this past January at Wells College, I am confident that the quality of course offerings at Wells, at least, is equal to that at Hamilton. I urge the Committee to reconsider its decision, vague administrative difficulties are certainly not sufficient cause to terminate the program. The Committee has an obligation to reevaluate its decision and present a more substantive justification if it decides to recommend an end to the program.

Rocco Orlando, III

ON MARIJUANA

To the Editor:

In a thoughtful Letter to the Editor, Page West told of the deleterious effect which marijuana had upon one of his friends and then went on to conclude that the repeal of the present marijuana laws was inadvisable. However, the major question concerning this issue is whether such laws are within the scope of legitimate government in the first place. As John Stuart Mill writes in his essay *On LIberty*, "the sole end of which mankind are warranted, individually or collectively, in interfering with the liberty of action of any of their number, is self-protection. The only purpose for which power can be rightfully exercised over any member of a civilized community, against his will is to prevent harm to others. His own good, either physical or moral, is not sufficient warrant."

Therefore, unless it can be shown that Mr. West's friend causes direct harm to other members of society, then the mere fact that he harms himself through the use of marijuana does not provide legitimate grounds for government prohibition of such behavior.

John Donohue '74

WINTER STUDY PROTEST

To the Editor:

I would like to comment on the article concerning Winter Study which appeared in last week's *Spectator*. Specifically, I would like to protest the proposed termination of the formal Winter Study Exchange with the other colleges which have cooperated in the program in the past. I find that the given reason for the ternimation, that the "consensus of the WSC was that the program was more trouble than it was worth" isn't a very good reason. In fact, it's lousy. What was the nature of the unworthy trouble? Did the Exchange cause incredible administrative problems? Was the administration having too much trouble keeping track of 53 students? Certainly the numbers of students who participated in the Exchange point to the fact that it isn't considered too much trouble by the student body. Around two hundred students have taken part in the Exchange since it started four years ago. Many more have applied and been turned down for lack of space. This seems to suggest that the program is highly popular on campus.

I feel that a more likely reason for proposing the termination of the program is that Hamilton faculty are afraid that the rush to leave the Hill in January means that the faculties of other colleges are offering "Mickey Mouse" courses of little academic value compared to the projects offered on the Hill. I doubt, however, if the attractions of Skidmore and Wells could be offset even if Hamilton winter studies included courses like Beginning Hockey or Creative Basketmaking.

If the program is more trouble than it's worth then perhaps the faculty could take a look at some of the small, unpopular, unpopulated courses it offers and trim back the faculty that teach them. Certainly Latin and Greek don't attract enough students to make them "worth the trouble". How many students are there in Physics 36?

It's silly to suggest cutting out these parts of Hamilton curriculum. It's equally silly to set out to cut down on the number of academic opportunities available to Hill students who won't want to spend every January snowbound in Clinton.

Tom Thompson '73

DIS-MAY ON THE HILL

To the Editor:

It being May, that time of year when surviving members of the graduating class are tallied, many were surprised to find a new name on the roster. Having achieved every other imaginable degree, Mother Nature decided that it was high time she achieve one from college, weather or not it would chalk her highs any higher or her lows any lower, by the men at the Bureau. And so, it also being that last minute time when requirements are retallied, it was found, much to the dis-May of the entire Hill, that Mother Nature was lacking one Winter Study credit. And it being customary to forewarn those in such a situation, the Dean called Mother Nature into her office, where upon learning the bleak news, Mom stormed out to see what she could do. And she did. Which is why it snowed last Thursday and Friday . . . which is why the moral of this story is offered; Give credit WHEN credit is due!

Julie Barsel '73

TEA BAGS

To the Editor:

Having belatedly read in the April 13 *Spectators*, *the fragment* of a letter lamenting the passing of the Salada tea-bags with their sayings, I hurry to perform a service which I'm pleased to find in my power, Enclosed please find the Kaufman-Beinecke Tea-tag Collection of original Salada tag-lines, collected during our undergraduat years at Kirkland College. The collection is not as

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C.A.P. Submits Statement on Goals of Hamilton

The Committee on Academic Policy, under Eugene Lewis, submitted the following document to the Faculty for approval during the Fall semester 1973. In his letter accompanying the report, Lewis said, "It is intended that this statement be widely distributed and discussed by all members of the college community." The Spectator *therefore presents these proposals to the entire college community for its consideration.*

A STATEMENT OF GOALS FOR HAMILTON COLLEGE

PREAMBLE

The primary goal of Hamilton College is intellectual—to develop disciplined imagination and moral sympathy in its students through rigorous training in the liberal arts. Our responsibility is to provide an environment within which the serious student may find a measure of liberation from bonds on his intellect, from confines of place, contemporary moment, culture, class, and narrowly conceived self-interest. We believe that much must be expected from those to whom much has been given. In our efforts to provide such an environment, we encourage undergraduates to undertake a broad course of study combined with work in depth which shall include a generous measure of intellectual independence.

I. BREADTH

Any generally accepted definition of the "liberal arts college" suggests that if Hamilton is to such a college it must strive to foster breadth of study in its students. The curriculum itself must offer a breadth of choice, and students must be encouraged to study in a variety of disciplines. To encourage breadth, the College has established a Board of Advisers whose assignment is to help the student plan his program through his first two years. Although there are no formal "distribution requirements," the student and his adviser are expected to work out programs of study which are broad enough to deserve the term "liberal." Furthermore, concentration requirements are modest enough so that even after the student declares his major he can continue to seek breadth . Finally, the student who is wary about experimenting may take some of his work on a pass-fail basis.

There are exceptions (foreign languages come to mind), but most departments should offer at least one introductory course which is truly introductory in that it exposes the student to the problems, methodology, and significance of the discipline treated. If the student is to accept a primary responsibility to study in a variety of disciplines, then departments must accept a corollary responsibility to offer truly introductory courses. Basic courses will very probably continue to function as prerequisites for higher-level work within departments, but if distribution is to be of value at Hamilton, we must insist on a wide range of introductory courses which offer full and lasting value to the student who takes them as his only work in the disciplines represented. When there is a sufficient variety and number of truly introductory courses, then the Faculty might wish to consider the reintroduction of distribution requirements.

If we wish to encourage the creation of such truly introductory courses, then we must consider the reallocation of present resources and the commitment of future ones. There are at least three possibilities, which may or may not be combined: (1) the elimination of Winter Study with the purpose of using the time released in support of either new introductory courses or of sectioning existing ones; (2) the reallocation of appointments within departments and within the Faculty as a whole as vacancies occur; (3) an increase in the size of the Faculty.

Related to the topic of breadth is a question arising from the distinction that can be drawn between courses in the traditional formal disciplines and courses which might be termed "expressive." For some time Hamilton has offered a number of courses such as studio art and creative writing, but Kirkland has greatly increased the number of expressive courses available on the Hill. The Committee does not believe that one sort of course is necessarily more valuable than the other, but we do believe that within the traditional role of the liberal arts Hamilton should focus on structured academic disciplines of a cognitive nature. Because of the coordinate relationship with Kirkland, this issue is delicate, but the Faculty should confront it nonetheless. We therefore propose one approach to the problem: establishing limits on the amount of course work (done at Hamilton as well as Kirkland) outside the cognitive disciplines that will be accepted for credit towards a Hamilton degree.

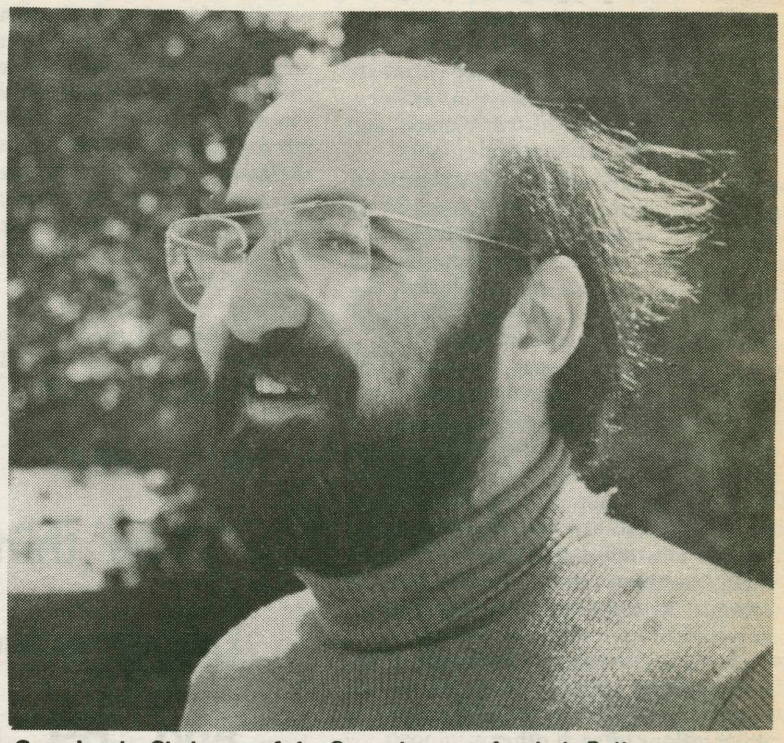
II DEPTH

A disciplined intellect is characterized by the ability to discern, analyze, discriminate, and synthesize. We believe that it is best developed through concentration in one of those areas or discplines which man has constructed as a convenient means of categorizing knowledge.

Concentration should include courses whose level and approach take into account both the student's intellectual maturity and his competence in the methodology and content of the discipline; typically these should include one course at the introductory level and certain prescribed courses at the intermediate and advanced levels. A discernible pattern of development should be evident in this framework; it should be more than simply a collection of courses within a discpline. In some areas a senior seminar, project, or program may be desirable to unify the student's experience. Such a program should not only lead a student to analytical competence within his own discipline but, should also make him aware of the similarities and differences in methodologies of related cognitive disciplines.

Although preprofessional training is an important part of higher education, the purpose of study in depth at a liberal arts institution must transcend orientation for a career. Depth as viewed here goes beyond specialization because one of its aims is to broaden the vision of the specialist. The ability to contribute significantly to solutions of the problems of society requires both competence in a given area and an appreciation of the contributions from other areas.

To implement these goals, each department should institute a careful review of the scope and structure of the requirements of its concentration. The nature and role of a senior program should be given careful consideration. Some departments either have not offered or have dropped senior programs because of heavy staff loads or because of doubts about their effectiveness. Those responsible for interdisciplinary programs must bear in mind that such programs can achieve depth only when carefully structured and supervised.



Gene Lewis, Chairman of the Committee on Acadmic Policy

III INDEPENDENCE

Clearly neither breadth nor depth can have the value we wish to claim for them unless the student is granted a generous measure of independence; the freedom we hope for in the liberal arts cannot be achieved unless a great deal of the discipline the student works within is his own. Good courses well taught should provide opportunity for intellectual independence, and there is nothing incompatible between independence and careful supervision and guidance.

An unusually well qualified student, however, may wish to undertake in his junior or senior year independent research in his field of concentration or in a closely related area. In collaboration with the instructor under whose guidance he wishes to work, such a student should develop a proposal describing the independent project in detail and submit it to his department of concentration. The department as a whole should then examine the proposal, accept it, suggest changes in it, or reject it. (In the event the Faculty member under whose sponsorhsip the project is to be undertaken is not a member of the student's department of concentration, he should, of course, be invited to meet with the members of the department when they discuss the proposal.) If the proposal is approved, the department, rather than the student, should pass on the description of the project to the Board of Review for final decision. Each department must, of course, exercise care to insure that its staff is not over-burdened with responsibilities for independent study. Final evaluation of the independent project should be made by the department as a whole in close consultation with the Faculty sponsor.

The independent projects under discussion are in fact independent in character, with the Faculty sponsor serving principally as an advisor and evaluator. Instruction in subjects not included in the College's curriculum (for example, certain languages) is not truly "independent," and should be assigned a new rubric: "Tutorial." Students and teachers wishing to engage in such an enterprise, after consultation with the department, should petition the Committee on Academic Policy for permission to do so.

Finally, at a time when the Committee on Academic Policy is about to review the standards for departmental honors, individual departments might well consdier the possibility of requiring candidates for honors to demonstrate excellence in independent projects. Such independent work could occur within the framework of a 50-level course and not as an independent project at all.

CONCLUSION

If these goals are to have meaning for the growth and development of the academic life of Hamilton College, much more needs to be done. Faculty, students and all those involved in the life of this College must come to grips with the questions raised by this document. This College must constantly question its premises and its vision of the future.

Chandler Appoints Asst. Pres; John Mavrogenis Assumes Post

Mr. John Mavrogenis has been appointed Assistant to the President by John W. Chandler, outgoing Hamilton President. Mavrogenis graduated from Hamilton in 1964; he was born in Athens, Greece, and he is thirty years old. He will assume his position on June 2, and succeeds Gilbert Grout, who resigned earlier this year.

Mr. Mavrogenis was appointed Assistant to the President three weeks before the scheduled announcement of the College Acting President on June 7. Hamilton President Chandler said that the appointment was made so that work would not pile up in the President's office.

"Mr. . Mavrogenis was interviewed by top officers of the administration and appointed by the President," Chandle"He was recommended by those who interviewed him."

The President does not expect Mavrogenis to be incompatible with the yet unnamed Acting President. Chandler said, "Anyone who will be Acting President approves of Mavrogenis."

The duties of the new Assistant to the President have not been specified, but that he will "assist the President." Upon the resignation of Mr. Grout, it was noted in the *Spectator* that the "housing director's job," previously one of Grout's principal duties, "had been passed on to Dean Bingham's office."

It was understood at the time of the Grout resignation that the "Assistant's job will, in effect, come to an end this spring."

Mr. Grout also graduated from Hamilton, Class of 1966, after serving in the U.S. Air Force. He had served as Assistant to the President for four years. His resignation disappointed many Hamilton students, to whom Mr. Grout was symbolic of the spirit of Hamilton College. A petition was circulated asking that Mr. Grout b e reinstated, or that another Hamilton administrative position be found to which he could move. Mr Grout thanked students publicly for their concern, but his departure is definite.

Mr. Grout learned of Mr. Mavrogeni's appointment last week. The Assistant to the President position, "Mr. Grout and President Chandler both noted," the *Spectator* reported, 'is one usually held by a young man just beginning a carrer in college administration. By remaining in the post, Grout could be blocking an important first step for other men."

John Mavrogenis received a Masters of Science at State University of New York at Geneseo, in 1966.

Mr. Mavrogenis was a candidate for a Ph.D. at Toronto in Educational Planning. His work was interrupted in January, 1970, to serve in the Hellenic Air Force. He has completed his course work and research towards his doctorate.

Mr. Mavrogenis joins a Hamilton College administraton in which many changes have been

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Babbitt Speaks on Women in Higher Education

The following is a transcript of a speech delivered by President Samuel F. Babbitt at the Smithsonian Institute before the National Council of Women. The speech was entitiled Women and Change in Higher Education.

Madam President, distinguished guests. I am tremendously honored to share this splendid 85th anniversary with you. The surroundings are magnificent, the cuisine delightful, the company charming and the balance of the sexes - superb.

With your indulgence, I would like to speak to you about women and education. In recent years the tenure of college presidents has not been particularly long - indeed, many seem to bound in and out of office even more quickly than an undergraduate in pursuit of a three-year degree. Though I think the thing can be overdone on the campus, I try to emulate that brevity in regard to my remarks.

Perhaps I should present some of my shortcomings and biases to you at the beginning, so that we will have no false expectations of each other.

First, I am at the head of a college for women because they could not find a woman for the job. I will do all I can to see that my successor is a woman, because until the day comes when there are women presidents of major coeducational colleges and universities, I believe the scale must be weighted to make it balance.

Second, my experience is limited to the still-called private segment of the educational world. Essentially that means that I do not wrestle with the toughest educational problem there is, which is massive numbers, and also that my fund-raising activities are more oriented to living-rooms and foundation offices than to the cloak-rooms of legislatures. That last, however, is subject to change without notice.

When I was considered for the job of President of a women's college, my life-partner, who is both intelligent and honest, laughed aloud for several moments. I took it somewhat ill at the time, but I have come to believe that what I thought was excess was, indeed, restraint. I had not been known for my sensitivity to the role of woman in our society. In fact, I had been a airly good example, albeit an unconscious one, of a classic chauvinist. I really did not see anything particularly wrong with the way things were.

For the past seven years I have spent my professional life in classrooms, meetings and activities with intelligent young women, and in our house we have been working through the sometimes painful process which follows the recognition that men's relationships, as well as women's, are changing, must be changing. I have come, finally, to believe that a question which I thought was not concern of mine is a question in which everyone's ox is being gored - yours *and* mine.

These last seven years have been historic ones for higher education. This 85th anniversary seems a fitting time to share with you some explorations about the education of women which have occupied me in that time.

First a word about Kirkland College, since that is where I have done most of my exploring. We are small; 600 students, 47 faculty; we are a private, liberal arts college for women, but we are also a coordinate college, voluntarily dovetailing our courses and programs with Hamilton College for men, our distinguished, 170-year old, next door neighbor. Kirkland is all of five years old.

Our educational program is an interesting paradox, for it has taken liberal means to achieve conservative ends, but that is a piece of the tale which must wait its turn, for later.

When my wife laughed at the thought of my heading a women's college, I remember that I countered what I saw as her unseemly response by setting out a position which went like this

"Women, like men, are people, and I have been in the people-educating business all my adult life. Good education is good education, regardless of the gender involved."

Unbeknownst to me at the time, I was taking a line long held by early advocates of the rights of women. And here I'd like you to follow the strange parallel between three of the major manifestations of the women's movement, and the development of my own views concerning women and higher education. In an address entitled "The Constitutional Rights of the Women of the United States," Isabella Beecher Hooker spoke out in this city 85 years and 11 days ago to make the point that the word "people" in the Preamble of the Constitution included the concept of "women" and therefore established their equal right to govern and vote. It was strong medicine for 1888. I have come to believe that the dosage needs to be strengthened in 1973, but in 1965 the idea of treating everyone the same looked fine. The problem is that Ms. Hooker and I both had a fine argument, but it wasn't much attached to reality. Perhaps you recall the limerick about a parallel situation:

"Here lies the body of Edward Grey,
Who died defending his right-of-way.
He was right, dead right, as
he sped along-
But he's just as dead as if he'd
been wrong."

"Rightness" doesn't always make good sense.

Nevertheless, the view that all "persons" should be treated - and educated - equally, was the impetus for the founding of the first great wave of women's colleges in America. Look at the dates: Vassar - 1861: Wellesley - 1870; Smith - 1871; Radcliffe - 1878. All of these distinguished institutions set out to prove that women could be just as good as men at the intellectual game, and they provided the means - the courses, the faculty, the facilities - to prove it. Of course, we know it to be true: women *can* play men's games.

But, for too long, they have remained men's games. That is to say, the curricular patterns, their goals, their measurements and standards, are those which have developed in a male-oriented system of socially elite institutions patterned on the German university model as interpreted by the Ivy League.

That was, in simply terms, the first posture of the women's movement in the United States in regard to higher education, and it was a position quite congenial to me when I entered as a neophyte into my present work.

The second wave of this movement broke, historically, in the second decade of the 1900's. We can see it most clearly writ in the founding dates of a second group of women's colleges: Sarah Lawrence - 1927; Scripps - 1926; Bennington - 1932 (what a terrible year to found a college - almost as bad as when Kirkland was starting in 1967).

In this second group of institutions, the founding message was changed. Women, they were saying, are different. Their needs are different, their talents are different, and they need new institutions which will respond to those differences, capitalize on them, develop them so that women will not become almost-men but rather ever-more women. Sometimes curriculum shifted, as in the new emphasis on the arts, or sometimes, as at Sarah Lawrence, it was the way in which it was presented and evaluated which changed as well.

Switching for a moment again from the historical to the personal, my own shift into this second mode came very shortly after I began to work. In 1966, a group of us who would become faculty and administrators read a remarkable document which had emerged from two days of discussions led by Millicent McIntosh, President Emeritus of Barnard (founded in 1889), with an advisory group of men and women. This blue-ribbon group met for two days in New York in April, 1961, to try their hands at the answer to a fascinating question: "What would you do if you could start from scratch and build the ideal college for women?"

At first, of course, they couldn't agree at all, because each had a favorite program or cause. But after a while, they began to find the common assumptions they held, and what emerged was a view of women in our society. In summary, the McIntosh Report suggested a pattern for the education of women based on the difference in the lives and the perceptions of themselves which men and women have.

Ask a man who he is, the reasoning went, and the chances are that he will answer you in terms of his job: "I am a lawyer, an auto mechanic, a grocer, etc." Ask a woman the same question and she will be less likely to give you a single answer, even though she may be one of the 50% (figure quoted from U.S. Dept. of Labor - Women's Bureau - "Women between ages of 18-64.") of women who are employed. At different times she plays many different roles, and often several together - wife, mother, part-time worker, volunteer, professional.

If the pattern of education for men had tended to be linear - a ladder with reasonably predictable rungs headed towards a single goal, what might the best pattern for women be?

We reasoned that the many roles she might play would put a premium on her ability to face new situations and facts, to order them and to train herself to use them effectively. It followed from that that our system should be designed to nurture self-reliance and the inner discipline which must accompany it. Consequently, we removed all of the traditional external spurs to education - the required attendance, the grades and class-ranking, the emphasis on tests, - and we tried to make a college at Kirkland in which students were allowed to see for themselves that the trouble with not working is not a low grade but the fact that you are wasting time and energy and money, and that there are better things to do than that - any day. That is what I meant by looking liberal - and being conservative, for the end in mind is the kind of individual self-reliance and discipline which is the goal of most conservatives. The paradox is worth looking at more closely, and I will in a moment, but let me simply add here that much of education is done a great disservice by the kind of quick look which automatically equates a numerical grading system, for example, with high standards. There is absolutely no correlation between the two.

Then, too, we felt that the division of subject matter into separate packages called disciplines, and the separation of Faculties and courses by departmental tags was too much influenced by graduate schools, and too little ordered to the needs of undergraduates. We did away with departments. We stressed interdisciplinary work, and we gave students a greater hand in the development of their curricular patterns

" The things we thought would be good education for women in 1968 and '69, appears to us now to be good education for *people* in 1973"

Babbitt Speech

based on their own current and future needs. We asked them to choose and to defend their choice.

The educational patterns we designed at Kirkland, and the accompanying system of governance which involved students closely in the development of educational policy, were all being worked out against the background of the late 60's - that season of revolt, of riot and of discontent which focused on our campuses, but was by no means confined to them.

When the social history of those just-past times comes to be written, it will show, of course, that it was, among other things, the third wave of the movement for the equality of women. And it has been no less productive than the first two in regard to higher education. The male enclaves have been broken up in New Haven, in Princeton, Hanover and Williamstown forever; the equal rights amendment to the Constitution which Isabella Beecher Hooker would have called unnecessary in 1888 is slugging it out in the state legislatures, and though the last mile will be tough, surely now its time has come.

But back on the campuses, how does this third wave spell itself out? Darkly, at best. To many, it is a repeat of wave number one - a chance, at last, to have women educated not only in the same manner as good Yale men, but in the same classroom.

But for many of us, that doesn't quite do it. Though I am a loyal son of Alma Mater, I have not always been convinced that the new daughters of Yale are going to profit for some time from an institution run, for centuries, by men and for men. But what makes education such an interesting profession is its variety and, in recent years, its remarkable flexibility. The things we thought would be good education for women in 1968 and '69, appear to us now to be good education for *people* in 1973. The pattern of men's lives is changing, too. It becomes increasingly important to them to be able to restrain, to shift, to take on new roles. Young husbands and wives are helping each other through graduate school, are sharing more of the child-rearing and housekeeping chores.

In its coordinate relationship to Hamilton College, Kirkland has never been isolated by gender for social purposes. But more than that, because students cross-register freely back and forth, we have always taught a sizable proportion of men as well as women, and we know that men are responding increasingly to a kind of education which is open, non-authoritarian, yet tough in the expectations it sets for all who want to try it.

I perceive a rather massive shift in higher education towards a learning which is more active than before, no longer afraid to speak of subjective values and their effect on scholarship and research and public policy, and willing to allow both the abstract and the concrete, willing to allow education once again and finally to address itself directly to the quality of the lives we lead. There is nothing which excludes one or the other sex from that.

So perhaps one can hope, at least, that we are approaching the ideal of a "people education," not, this time, by bringing the women in to imitate men, nor not, again, by setting up a separate style of education for women, but, finally, by moving towards a better definition of why we educate people and how.

Let me spin my favorite metaphor to describe what I think we are attempting. In the older, male-oriented systems, the educational institutions provided a hard and rigid shell within which the student moved. The tougher the shell, which the institution fashioned in the regulations and prescriptions handed down by faculty and administration, the better was his reward in terms of grades and success (one could get a pretty good shell by majoring in extra-curricular affairs as well). For example, if one was a good note-taker, one could answer the questions on the test almost in the professor's own words - with just the correct dash of undergraduate humility to please him. When the student graduated however, he had to leave the shell, that is to say, the system, behind, and like a turtle bereft of a home, he would search for the nearest shell he could find - such as graduate or professional school, or a job inindustry, where that skill at the accurate, expected and humble response could still get him places. It was, one might say, crustacean education. One might also say it was prehistoric.

What we are about, at Kirkland and elsewhere, is the development of invertebrate, or backbone education. Here, the skeleton must grow internally, it must be used and tried repeatedly in individual endeavors on and off campus. One is allowed to touch the bounds of failure - not as punishment - but as one of the elements involved in risk, the other element being unusual success. One is given responsibility is direct, functional form, so that there can be no dodging of the fact that it must be exercised and that it can, well-used, be the key to freedom. Graduation, in such a system, happens when you can stand on your own and choose your path. You take your skeleton with you when you go.

I submit that such a development would not have happened spontaneously. It happened because young people were in revolt - and it is happening most where young people are most interested in developing themselves as individuals, and that means right now, though their brothers are not far behind, that it is happening most where there are women thinking seriously of their options in a society dominated by men.

The choices now facing young people are desperately hard. For women, they are perhps hardest, for these young people are on the very edge of social change, pulled forward by new dreams and new possibilities, but still lulled by old roles, old compromises - and old comforts.

I know of no greater challenge than to work with such students on the definition of a future we cannot see, for I am convinced that they are testing out that future for all of us, and I am impressed with their will, their intelligence and their heart.

We have been blessed to live and work in this time of change - this third wave of the women's movement, this 85th year of the National Council. Good learning has always involved upset and pain, but I pray that those who gather, in 1988, to celebrate your centennial year will look back upon the times just ahead of us with as much sense of pride and forward motion as we can sense in the recent past.

" What would you do if you could start from scratch and build the ideal college for women?' "

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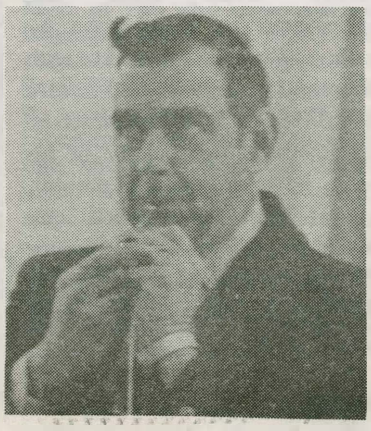
Grout Reflects on Hamilton in Chapel Farewell Address

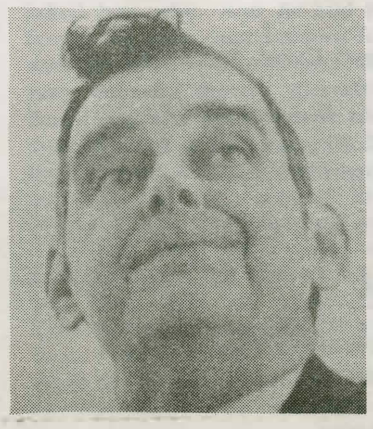
Now here this! We mark today the one hundred and fortieth anneversary of the birth of Johanas Brahms, best known as a composer he is one of my favorites because of his humanity. I think of a quote that's attributed to him on leaving an occasion far different than this. When asked whether he had enjoyed himself, he said, "Yes, I'm afraid that's all I did enjoy here." And as he headed for the door, he turned and said, "If there is anyone present whom I forgot to insult, I apologize."

Now the hostility that separates the nobles of the robe from the nobles of the sword is historic and well-known to you. And I think possibly we add fuel to the fire, we old soldiers, by our tendency to fade away as noisilyas possible. When I was asked whether I would preach the sermon this morning in Chapel. naturally I responded with alacrity. Here I am. And then I thought about the years that I have spent here among you, looking for my place – I must say I was put in it!

I'm grateful to the administration for having made these years possible, so I'll spare them my views on organization and leadership around here. I'm grateful to the faculty for having made these years most interesting so I'll spare them my views on higher education. My colleagues in the operations, maintenance, security and clerical staffs, to them I say thank you, for your never-failing smile and hard work. It's been a pleasure. To the senior class, you veterans who have put up with me for four years, I'm going to spare you the words of council, the viewing with pleasure, the bright prospects of the future. You're gonna get this in a solid barragein the next few weeks.

So what's left? What does an old grad say as he gets the moths out of his raccoon coat and looks at you? He smiles, he smiles, because he know something that you know. We got a secret. There are in this country, colleges with complexes. I think of one that suffered for years because it isn't Dartmouth. Now, Hamilton needs none of this. For such places, let them have the motto of striving for excellence,that's great. But for you the secret word is the maintenance of *superiority*. Out on that stone there's some words in Greek. World travellers recognize these from the Olympic stadium in Greece. And I can't





COMMENT

A Tribute to Fankhauser

A college choir is a group of students dedicated to trying to make good music and trying to have a good time in so doing. The student element is composed for the most part of rank amateurs—few having outstanding voices and even fewer actually majoring in music. This element remains fairly constant over the years both in quality and attitude, and it is, therefore, the variable element, the director, that makes the difference. It is the director that can exploit the natural tendency toward mediocrity, or whip the semi-willing collegiates into a choir of quality and occasionally national prominence.

Accordingly, in the many years since its formation, the Hamilton College Choir had seen periods of excellence and periods when they were "O.K." One high-point was in the 1930's with a Professor Fancher on the podium. Another pinacle has been reached in the 1970's with Professor James Fankhauser conducting.

Professor Fankhauser not only maintained and expanded the high reputation of the Hamilton College Choir, bequeathed by his predecessors, but he also presided over a difficult transitional period, in which the Hamilton College Choir merged with the Kirkland College Choir to form the Hamilton-Kirkland Choir.

Professor Fankhauser began his professional career as a conductor of the Glee Club at the University of California at Berkeley. He came to Hamilton in 1967 from Smith College. As a student of Robert Fountain at Oberlin College, Mr. Fankhauser received a Fulbright Grant to England, studying at both the Royal Academy of Music and at Oxford University. While at Oxford, he was appointed conductor of the Oxford University Madrigal Society. Upon his return to the United States, he recieved the Eisner Prize for Creative Achievement in the Arts from Berkeley.

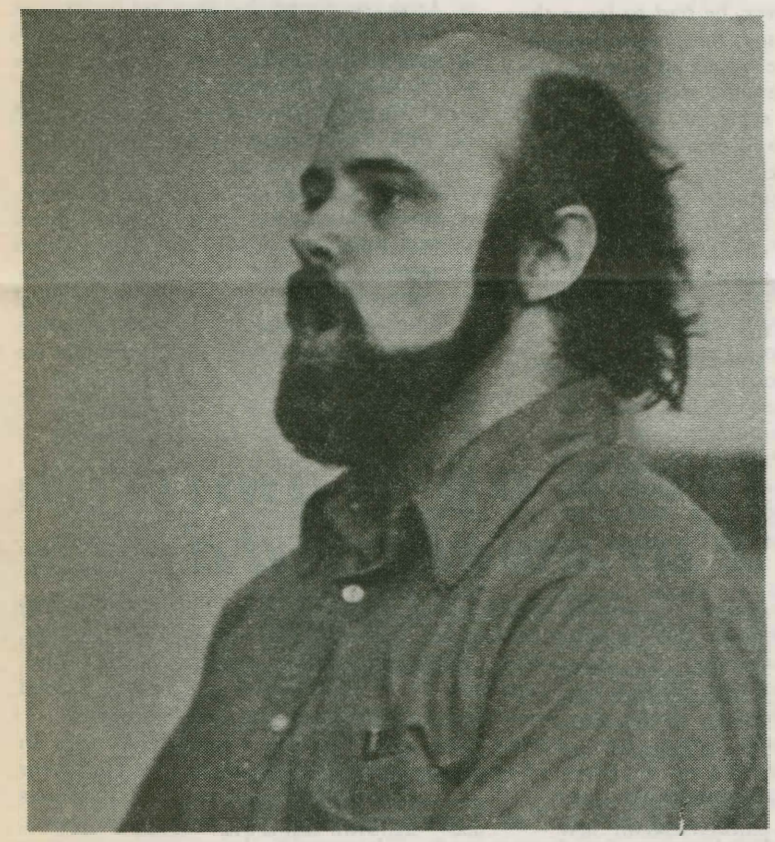
As a tenor soloist, Mr. Fankhauser worked with Robert Shaw in Cleveland and with Alan Curtis at the Berkeley Collegium. He has also worked with the Berkshire Music Center in Tanglewood, Massachusetts and the Summer Music Festival in Aspen, Colorado.

Professor Fankhauser has been the director of Kirkland College's choral groups since the college's founding in 1968. The Kirkland Choir began as a small mixed chamber choir using selected voices from the Hamilton Choir. In the fall of 1971, Kirkland reached its full enrollment, and the increased amount of talent available made it apparent that Kirkland needed its own full-sized women's choir. Thus the Kirkland Choir came into its own, and at its debut performance won acclaim for a refined and polished style that would have been a credit to many more experienced groups.

The vastly greater repertoire available for a mixed group precipitated the merger of the two choirs into the Hamilton-Kirkland Choir. Together the two groups have demonstrated the ability to continue the Hamilton Choir's long-standing tradition of excellence.

Professor Fankhauser is leaving Hamilton at the end of the current academic year to accept a position at the University of British Colombia at Vancouver. In his five years at Hamilton, he has accomplished what would have taken others years longer. Hamilton and Kirkland owe a debt of gratitude to this man of limitless energy and unsurpassed talent.

Lawrence A. Wingert '74
Hamilton College Choir



James Fankhauser directing the Hamilton-Kirkland Choir.

EVENTS

FILMS

AT NEARBY THEATRES

Kallett (736-2313) *Pat Garrott and Billy the Kid*
Stanley (724-4000) *Fist of Fury*

LECTURES AND DISCUSSIONS

May 25th (Friday)

Clark Prize Speaking Contest, Chapel, at 4:00 pm.
Facts and Fallacies of Sexual Functioning, Masters and Johnson. Chapel at 8 pm.

May 26th (Saturday)

The Recorder and its Music, Thomas Colby. Root Art Center at 10:00 am.
The Role of the Black Church; An Historian's Questions, Carol George. Bristol Campus Lounge at 2:30 pm.
Newman Mass. Father Finnegan. Chapel at 5:30 pm.

May 27th (Sunday)

Newman Mass. Father Finnegan. Bristol Campus Center Fisher Room at 9:30 am.

DRAMA

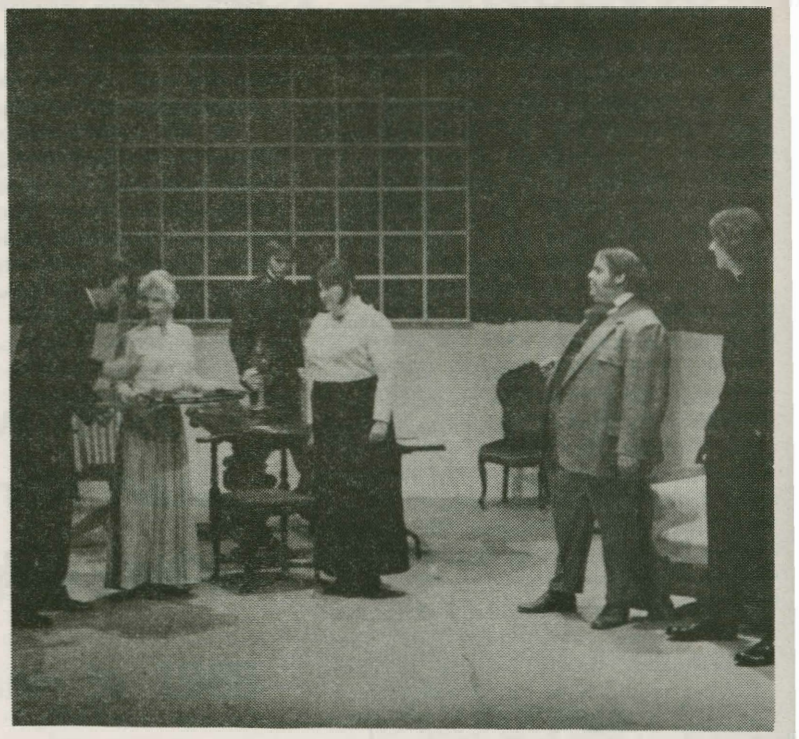
May 24th, 25th, and 26th

Candida, presented by the Charlatans. Minor Theatre at 8 pm.

MILESTONES

May 25th (Friday)

Ralph Waldo Emerson's Birthday (1803)



Charlatans to Present Shaw's Comic "Candida"

One of the major entertainment features of Commencement weekend at Hamilton College will be the presentaiton by the Charlatans of Bernard Shaw's comedy, *Candida*. The play is directed by Marion Viglietta of Clinton. The production was conceived as Alex Wagner's senior project. The play will be presented Thursday, Friday, Saturday evenings on May 24, 25, and 26 at 8:00 p.m. in Minor Theatre.

Alex Wagner decided to do this play in order to provide parents and alumni and students at Commencement weekend with a play that is both of outstanding literary merit and at the same time a highly entertaining comedy. His purpose also was to provide the Hill with a production that would display the talent of outstanding members of the local community theatre as well as the skills of Hamilton students.

Featured in the cast are Winifred Haslam who plays the role of Candida, Alex Wagner who plays the role of Marchbanks, and John Caponera as the Reverend James Morell. Other members of the cast include Pat Cannon, Jerry Goodman, and Michael Sherer.

Concentus Musicus' Achieves Authenticity of 18th Century

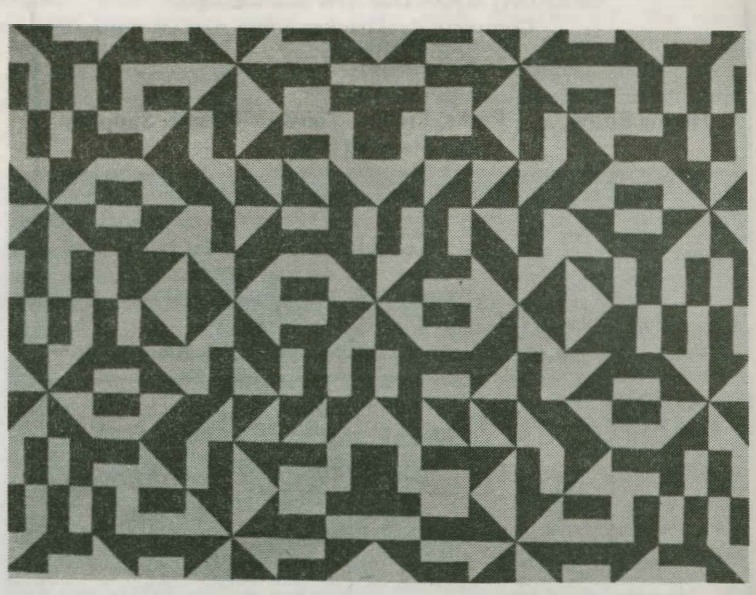
It is time that some attention be brought to a group of musical historians and performers who are making some interesting discoveries about the music of Bach.

These people are researching and delving into the ways of performing 18th century music with authenticity.

Bach's music, after his death, was not performed by musicians for many years. During this period, many of the instruments which Bach composed for went out of use or were modified (Viola da Gamba, Oboe D'amour Harpsicord.) The style of playing music also changed with the times. When Bach was rediscovered by Mendelsohn his music was performed with different instruments and with a style different from that which he had planned. The beauty of his music, however, was still present. A tradition introduced by Mendelsohn of playing Bach is still with us today: that of playing 18th century music in a 19th century style.

With the recent trend of bringing back ancient instruments such as harpsicord and recorder, much study has been done on instruments of Bach's time. Many of these instruments have been reproduced, and many of the originals have been restored.

A group of musicians, *Concentus Musicus*, led by Nikolaus Harnoncourt, have specialized in Bach and have performed Bach on original instruments and in the style that is now thought to be far more authentic and true to Bach's own time. The difference between the traditional style and this authentic style is a delightful revelation of the true nature of Bach's genius.



STUDENT ART EXHIBIT OPENS

The Kirkland College Arts Division is sponsoring an exhibition of student works in the List Art Center Gallery on the campus through Kirkland's graduation on May 24. Among the types of work which are on display are painting, drawing,sculpture,ceramics,etchings,design problems,and photography. The public is invited to visit the List Gallery on weekdays from 8:30 a.m. to 4:30 p.m.

Professors Cameron, Nesbitt, Mattingly Retire

BY DAVID SCHUTT

Professors George L. Nesbitt, John R. Mattingly, and George H. Cameron will be retiring at the close of this academic year. As a result Hamilton College will lose three capable and well-liked faculty members.

Professor Nesbitt, a graduate of the Hamilton class of 1924, had originally intended to pursue a career in law during his undergraduate days but grew somewhat undecided as his graduation neared. The school offered him a job as an instructor in English composition in 1924, and he "enjoyed it so much" he decided to forego his study of law for graduate work in English at Columbia University. He received his doctorate there in 1934. Prof. Nesbitt, a member of the Emerson Literary Society and a Phi Beta Kappa, returned to the college in 1930 as an associate professor. In 1941 he became a full professor and in 1952 he was named Chairman of the English Department, a post he kept until 1968.

He said that he has enjoyed teaching because he took satisfaction in "seeing a student's academic growth" from his start at the college. He has also enjoyed "talking to students about literature." Though he has taught many different courses and levels, he especially likes teaching the works of Chaucer, Faulkner, and Wordsworth. He has authored a book entitled *Wordsworth: the Biographical Background of his Poetry* which was published in 1970. He has also written a book titled *Benthamite Reviewing*, which was published in 1934.

Mr. Nesbitt said that at times he has thought about the possibilities of teaching elsewhere. He never intended to have such a prolonged stay when he arrived here in 1920, but Hamilton provided "a good place to raise children and congenial, interested students."

Having been involved on the campus as either a student or faculty member for over fifty years, he has seen a marked change in the curriculum. He explains that before WWII "for a B.A. a student took an ancient language (Latin or Greek), a modern language (French or German), Mathematics, and English Composition." One could also choose from a less expansive number of electives: history, biology, or chemistry. Although he admits he "would have gladly taken Greek instead of math," this rigid course of studies made one "ready for graduate school." Students entering college, though not necessarily more intelligent, tended to have taken " a tougher beating" beforehand.

Prof. Nesbitt will continue to live in Clinton after his retirement. He said he is not concerned about finding activities, since there is always "fun in living." He has always enjoyed writing "It seems to be in my blood," and hopes to spend more time at it, although he has no specific plans at the moment. He added that students will undoubtedly "see me around the library."

Professor Mattingly received his A.B. and did his graduate work at the University of Chicago before coming to Hamilton in 1931. He chose Hamilton for practical reasons: it was the only job available in the height of the Depression. He explains his reason for remaining here for over forty years as "a matter of inertia."

During the 30's and 40's he divided his time between teaching Latin and Greek. He and Professor Durham, then chairman of the Department of Classical Languages, decided as a practical matter to change the system so that each gave his attention to only one of the languages. Mr. Mattingly, though he greatly

enjoyed Greek prose, began teaching only Latin, which appealed to him because of the poetry. He chiefly prefers the poetry of Horace, Juvenal, and Lucretius.

Mattingly maintains a number of thoughts on the role of a student. He began by saying, "Students are just as intellectually deficient and morally corrupt as always." A trace of a smile appeared on his face. He added that he feels it is essential for a student "to interest his professor as well as the professor interesting the student." When asked about the relatively small number of students now taking classical languages, he said, "I have taught large classes and I don't want to." He much prefers to teach a small number of interested students.

Although he does not like to generalize on the benefits of learning Latin or Greek since every student is different, he does feel that "the study of communication and expression whether in ancient or modern language, is extremely important. Philosophies of language should not be of such great consequence. The problem of communication is world-wide and people might do well to learn more about communicating." As his students will attest, Mr. Mattingly does emphasize the fundamentals of a language strongly before more complex interpretations are brought in.

He also stressed that a "liberal arts education needs more practicality. It was originally intended for people who didn't have to work for a living which is not enough to justify it. Instead, liberal arts needs reexamination in light of advances in systems analysis. Not until systems analysis did a viable means exist. It (systems analysis) arose out of recognition that life is involved with decision making more than knowledge for its own sake." He feels that an education is meant to be used. Though "the individual must be central" in any educational process, there is a "need for more technical training and skills that are marketable after college." To his students who lack such skills and want to enter the business world, he suggests "business school or learning shorthand as possible entrees."

Retirement will hardly present a lag in Mr. Mattingly's activities. He plans to finish a book he has been working on concerning Georgian iconography. Iconography is the study of images, their intrinsic meaning, and their relation to their native cultures and civilizations. Prof. Mattingly, an authority in this field, explains that the "interpretation of content presents many problems." The field itself, lacking an organization of interpretaiton, should assuredly benefit from Prof. Mattingly's knowledge of art and his interest in systems analysis.

Professor Cameron first became interested in physics in high school when he enjoyed, "playing around with the apparatus and building things." He went on from there to the University of Saskachawan and then later to the California Institute of Technology, where he presented his doctoral thesis on cosmic rays.

After finishing school, he became a research physicist at the Dupont Co., where he worked on the refraction of x-rays. However, the company hours, 8-5, did not allow him to do the work he wanted, and the company itself discouraged researchers from using the lab after hours.

In 1932 he was offered a job at Hamilton and he decided he was interested. Teaching is enjoyable to him for a variety of reasons. First, as contrasted with his job at Dupont, he said, "I have the freedom to plan my own work and arrange my own timetable." He also enjoys "the tremendous variety of students and the variety of research." Hamilton is also still small enough so that he can know all of his students.

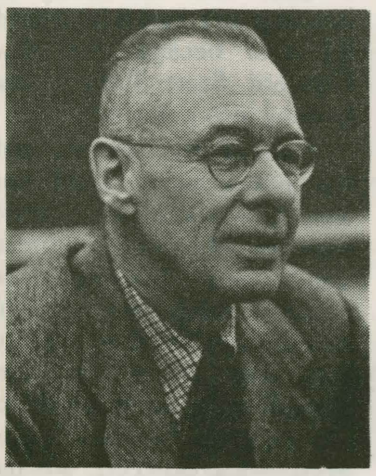
Prof. Cameron has also helped in building the Speech and Hearing Center in Utica, for which he received an award. He has continued to act as a "consultant and troubleshooter for the center." As to research he comments, "there has not been too much opportunity for research until about ten years ago. Only then did money and facilities become available; also government grants and summer

courses have grown a great deal lately." Despite this, he has done research at Marcy State Hospital and has also written several lab manuals.

Retirement will be a more gradual process for Prof. Cameron than for the other two retirees. He will continue to teach one section next year, and as a;esult he has not thought too much about retirement as yet. Next year he plans to build a large, sensitive spectrometer to analyze the spectra of elements.

He will also be able to devote more time to music. He is very interested in the acoustics of music (he taught a winter study course in the physics of music), and is an accomplished cellist. He has performed in orchestras in California and as a member of the Utica Symphony. He prefers, however, chamber music and string quartets.

Aside from these activities, he enjoys fishing tremendously. He owns a house in Ontario where the fishing is excellent and notes that Oriskany Falls has very good trout fishing.



TEA BAGS

continued from page two

large as might be expected, but the fluctuations of fortune and our unsettled times have reduced its once-impressive bulk to the twenty or so tags that you see here. Then, too, I must admit to a certain amount of discrimination while the collection was being amassed, so that only the more choice sayings were kept. You will find, however, that the sayings are not repeated, which anyone who is a confirmed tea-tag connoisseur will appreciate. Nancy and I would like to donate the collection to the colleges as our first alumnae gift, and ask the *Spectator* to convey it to the unknown correspondent to act as trustee in its proper disposal.

J Beinecke
(and f/Nancy Kaufman)

The Kaufman-Beinecke Tea-tag Collection is available for public viewing in the *Spectator* office.

—advertisement—

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MAVROGENIS

continued from page three

made during the past two years. This year, Mr. Chandler, Mr. Grout, and Mr. Burt Wallace, Vice-President in charge of Resources and Development have resigned. Last year, Dean of the College Winton Tolles retired, and Hadley S. DePuy, Assistant Dean, resigned; the present Deans are Stephen Kurtz, Dean of the College, Robin Kinnel, Associate Dean of the Faculty, and R. Gordon Bingham, Dean of Students. Mr. Mavrogenis has been hired for thirteen months, the customary appointment for administrative staff.

Grout Addresses Chapel; Bids Farewell

pronounce them. Jim Cunningham and John Mattingly would never forgive me,, but they can be interpreted, and you remember last year I gave you the work on "know thyself." Now those of you who know romance languages know that that is also capable of interpretation, flexibility, and in the plural. And it can come out, "Know, recognize, yourself, yourselves, one another." And this is our secret at Hamilton for we are a state of mind, a state of mind that says the individual is important, that *his* unique talents, hateful characteristics, and intelligence and intellect are a combination unique to him and of value and to be recognized.

I have not forgotten my shock on my third trip back here when walking between the bowels of Buttrick up onto the surface and down toward Bundy with a gentleman of importance, to note that he spoke to no one, and I asked him why. And he said he feared the reply, and I almost fell over. Because I know better. And sure enough, shortly thereafter there appeared on the scene and evaluation gang that came in to look us over. And they went away marveling at the civility that prevailed on this campus, and once again I was shocked, because its bludgeoning the obvious. What you have here are yourselves. Your *worth* is recognized, if you chose to *blow* it, that's *your* affair. In the meantime, I go away knowing that when the snow is nineteen feet deep, and you are charging, making your own tunnel through the drifts, and you perceive a warm human body going in the opposite direction, you will spare him the famous Hamilton greeting grunt, which is the recognition of a kindred soul, a person of worth even him whom you come to despise can be given that famous greeting grunt. Don't forget it, gentlemen. That's what latches us together. That's what made the old 1972 and 1872 not so far apart. The third verse of *Carissima*, if you ever learn it, does have meaning and value. Corn when distilled is till of value, gentlemen.

With reluctance I say goodbye, and of Hamilton, farewell.

Fire Ravages Wallace Home on College Hill; Vice-President Injured, Cause Under Investigation

A fire erupted last night at 11:00 p.m. in the house of Albert Wallace, Vice President of Resources and Development. Clinton Fire Chief, Ronald O'Neil, stated that the causes of the fire were unknown, but suspicious, and State Police investigators were called in.

Mr. Wallace was alone in the house at 98 College Hill Road when the fire broke out. He jumped twelve feet from his second story bedroom window, but was injured in the fall.

He made his way to the Psi U House, and there asked Mark Nelson '75 to report the fire. Both Nelson and members of the DKE House reported the blaze at 10:55. At this time Mr. Wallace complained of back pains.

Nelson then called Dr. Leon Roe, Director of the Hamilton-Kirkland Health Center. Wallace was transferred to the Health Center. There he recieved first aid and was sent to St. Lukes Hospital to be examined for a possible spinal column fracture.

At 11:00, five pieces of Clinton Firefighting equiptment and approximately forty to fifty firemen arrived at the Wallace home which is below Bristol Campus Center. Strapping on Oxygen tanks and gas masks, the firemen immediately entered the house and searched for anyone who might have been caught inside by the fire. Having made sure that the house was empty, the firemen began putting out the flames.

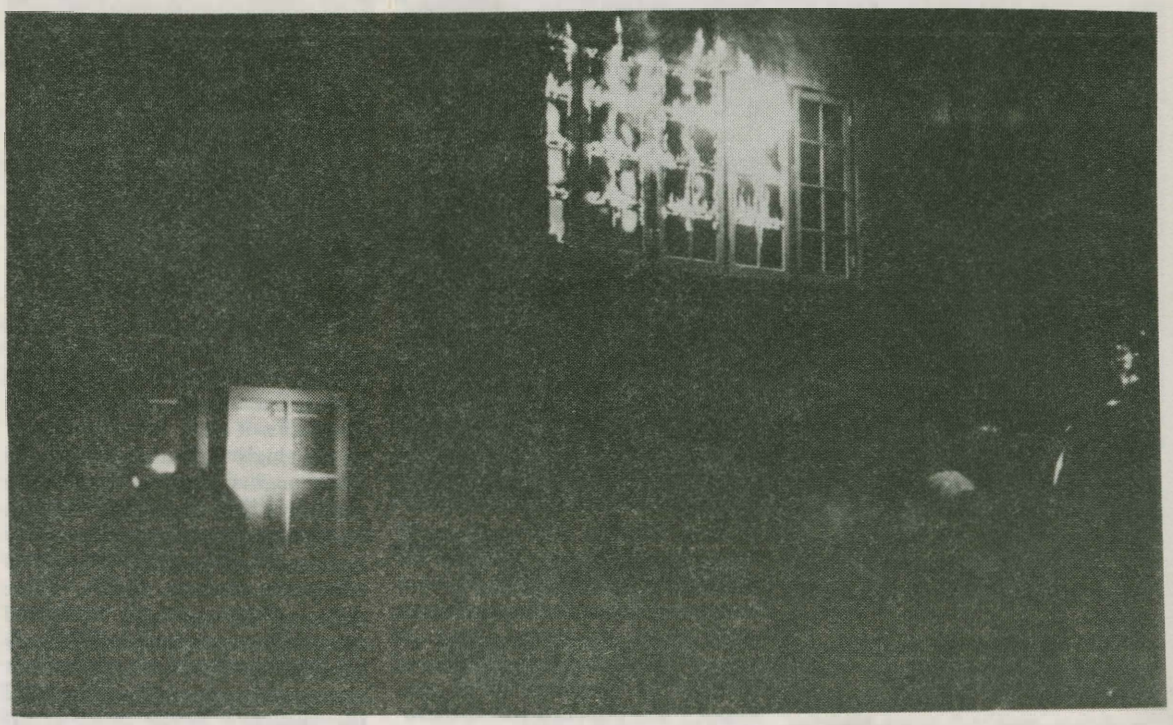
By the time the firemen were ready to put out the blaze, fire was bursting out of the first floor library. Smoke filled the house and billowed from the roof and most of the windows in the house's west wing. It blackened large areas of the white exterior stucco walls of the Tudor style house.

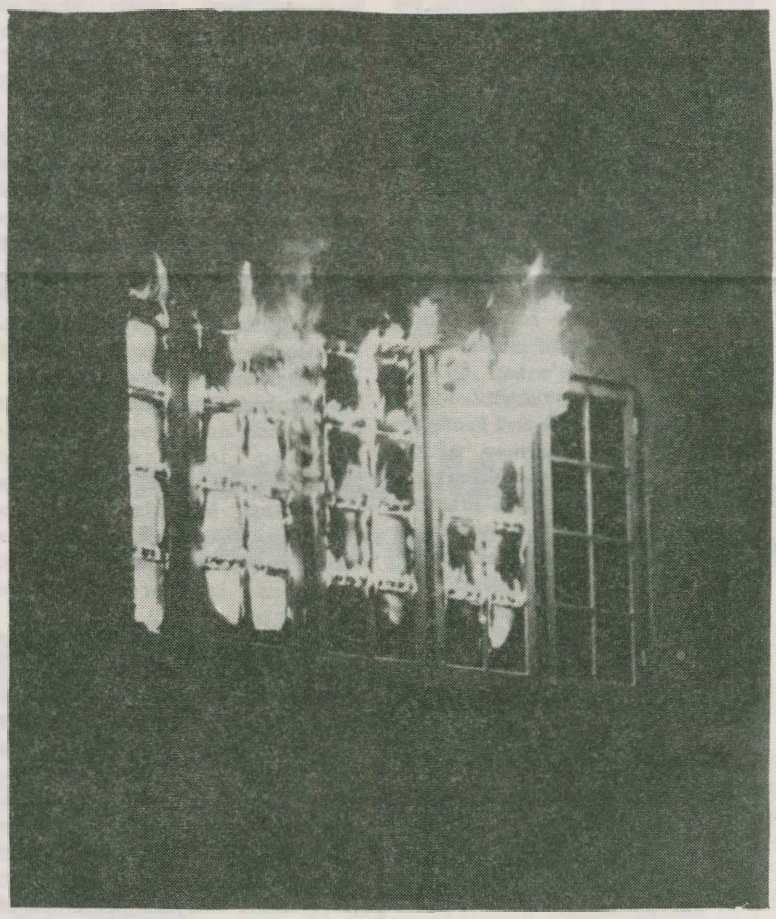
Some firemen entered the house with hoses, while others sprayed the flames from ladders from three different locations outside the house. They hosed the structural skeleton of the house to prevent its collapse. Portions of the main floor's ceiling did cave in however. By 11:30, the fire was undercontrol, and soon after, the firemen were using fans to pump out stmoke out of the house.

At 12:15 with college officials and reporters inside the house, fire broke out again, this time on the second floor. The Firemen discovered sparks in a closet, but by 12:35, the situation was under control again.

Damage to the house was extensive. Howie Masters '74, a member of the volunteer fire department, remarked that over fifty per cent of the house was significantly destroyed. The fire gutted the library where the fire is supposed to have started. Most of the rest of the destruction was caused by heat, smoke, and water.

Basement and second floor carpets were waterlogged, and the first floors were drenched and ash-covered. Walls painted off-white were blackened by the smoke, and in many places the paint had been burned off the walls. Even on the second floor where the fire hardly even reached, the walls were blackened.





The kitchen, which is on the first floor and is only about twenty feet from the library had no fire damage at all.

A large crowd of onlookers, including President Chandler, Assistant to the President Gilbert Grout, Dean of Students' Gordon Bingham, Hamilton Public Relations Director, George Newman and Dr. Leon Roe, were on hand. Three Hamilton faculty and administration members, Sidney Wertimer, Eric MacDonald, and Tony Woodin, who are volunteer firemen took part in putting out the blaze.

Mr. Wertimer was one of the firemen who went inside the burning house to search for stragglers and to attempt to limit the fire. He stated that his first impression once he was inside was that the house was, "Hot."

Once the fire was under control and the firemen could investigate the causes of the blaze, they became suspicious. Chief O'Neil called in the New York State Bureau of Criminal Investigation, and the State troopers were on their way at 1 a.m. The full body of investigators had not arrived by 1:15 because the New Hartford State Police were looking into a murder.

One of the reasons that the police were called was that in a room where there were no other signs of fire, a couch was burning. The couch, which was situated several feet in front and to the side of a fireplace, burned from underneath its cushions up into its frame. Mysterious, however, was the fact that no curtain or papers in the room were singed, and resting nearby the sofa was an open, unburned book of matches. It was termed doubtful that the heat from the firecausedthe fire because all of the windows were closed and none were cracked.

Once the police began investigating, they discovered that the gas to the gas heater had been turned off and bundles of paper were stacked next tthe furnace. After this, they roped off the boiler room, to reprevent entry by reporters and onlookers.

The investigation is continuing and no definite cause for the fire will be known until later today.